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1917

# University of Montana Bulletin

General Series

Number 1

EDMUND J. JAMES

## ADDRESSES DELIVERED

AT THE  
INAUGURATION

OF  
EDWARD C. ELLIOTT

AS  
Chancellor of the University of Montana  
1916

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OFFICE OF THE CHANCELLOR  
HELENA, MONTANA  
SEPTEMBER 1916

# The University of Montana

The University of Montana is constituted under the provisions of Chapter 92 of the Laws of the Thirteenth Legislative Assembly, approved March 14, 1913 (effective July 1, 1913).

The general control and supervision of the University are vested in the State Board of Education. The Chancellor of the University is the chief executive officer. For each of the component institutions there is a local executive board.

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## MONTANA STATE BOARD OF EDUCATION

|   |                            |
|---|----------------------------|
| S. V. Stewart, Governor.....                  | Ex-officio, President      |
| J. B. Poindexter, Attorney General .....      | Ex-officio                 |
| H. A. Davee, Supt. of Public Instruction..... | Ex-officio, Secretary      |
| S. D. Largent.....(1916)                      | J. Bruce Kremer.....(1918) |
| W. S. Hartman.....(1916)                      | C. H. Hall.....(1918)      |
| John Dietrich .....                           | Leo Faust .....            |
| (1917)  | (1919)                     |
| A. L. Stone.....(1917)                        | W. H. Nye .....            |
|   | (1919)                     |

Edward C. Elliott, Chancellor of the University.

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The University comprises the following institutions, schools, and departments:

### THE STATE UNIVERSITY AT MISSOULA

Established 1893, and consisting of

|                                  |                                  |
|----------------------------------|----------------------------------|
| The College of Arts and Sciences | The School of Music              |
| The School of Law                | The Summer Session               |
| The School of Pharmacy           | The Biological Station (Flathead |
| The School of Forestry           | Lake)                            |
| The School of Journalism         | The Extension Service            |

The Graduate Department

Frederick C. Scheuch, Acting President.

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### THE STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS AT BOZEMAN

Established February 16, 1893, and consisting of

|                                |                                     |
|--------------------------------|-------------------------------------|
| The College of Agriculture     | The Secondary Schools               |
| The College of Engineering     | Home Economics                      |
| The College of Applied Science | Mechanic Arts                       |
| The College of Industrial Arts | Agriculture                         |
| The School of Music            | The Agricultural Experiment Station |
| The Summer Session             |                                     |

The Agricultural Extension Service

James M. Hamilton, President.

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### THE STATE SCHOOL OF MINES AT BUTTE

Established February 17, 1893

Charles H. Bowman, President.

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### THE STATE NORMAL COLLEGE AT DILLON

Established February 23, 1893, and consisting of

|                                 |                        |
|---------------------------------|------------------------|
| The Two-Years Elementary Course | The Three-Years Course |
| The Four-Years Course           |                        |
| Joseph E. Monroe, President.    |                        |

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INDEPENDENT PUBLISHING CO.  
HELENA, MONTANA





## PREFATORY.

The office of Chancellor of the University of Montana was created by Chapter 92 of the laws of the Thirteenth Legislative Assembly, (March 14, 1913), which constituted the University of Montana, comprising the four component institutions,—the State University, at Missoula, the State College of Agriculture and Mechanic Arts, at Bozeman, the State School of Mines, at Butte, and the State Normal College, at Dillon.

The State Board of Education, at its meeting October 11th, 1915, elected Edward C. Elliott of the University of Wisconsin as Chancellor of the University. The Chancellor assumed his duties February 1st, 1916. In accordance with a resolution of the State Board of Education, the formal installation of the Chancellor took place in connection with the commencement exercises at the different University institutions.

The exercises began at Dillon, May 30th, 1916, where Mr. A. L. Stone of the State Board of Education entertained the Chancellor and the members of the State Board of Education, as well as the faculty and officials of the Normal College, at a banquet at the College, served under the direction of the department of domestic economy. This was followed with a public reception at the gymnasium of the Beaverhead County High School. May 31st, at 9:30 a. m. the inaugural ceremonies were held in connection with the commencement exercises, and the addresses printed herein were delivered.

At Butte June 1st, the State Board of Education and the presidents of the component institutions, with the Chancellor, visited the State School of Mines, and at noon were entertained at luncheon by the Butte Rotary Club. In the evening the alumni of the State School of Mines held their annual reunion and banquet at the Silver Bow Club. On this occasion Governor Stewart, President Scheuch, President Hamilton, Attorney General Poindexter, State Superintendent Davee, and Mr. Oscar Rohn of the Executive Board made informal remarks, and the addresses of the Chancellor and President Bowman were delivered as printed.

At Bozeman June 3rd, the visiting presidents gave informal talks at the commencement exercises of the State

College of Agriculture and Mechanic Arts, and the inaugural addresses followed as presented herewith.

The ceremonies were concluded at Missoula, June 8th, at the commencement of the State University. The visiting presidents conveyed the greetings of the other component institutions of the University of Montana, and the formal addresses were delivered as printed herein

The inaugural address of the Chancellor was published in "School and Society" for June 24, 1916. Frequent calls for copies from different sections of the state have prompted the preparation of this bulletin, containing all the addresses.



EDMUND J. JAMES

Address of President J. E. Monroe of the State Normal  
College, at Dillon in the Normal College  
Auditorium, May 31, 1916.

*Governor Stewart, Members of the State Board of  
Education, Chancellor Elliott, Class of Nineteen Hun-  
dred Sixteen and Friends:*

Those who are particularly interested in this institu-  
tion, its mission, and its developement have met here before  
on occasions similar to this, and some in this audience have  
attended every one of these nineteen commencement ex-  
ercises. Yet today there is introduced into our celebration  
of a completed course of instruction and training in the  
profession of teaching for the class of this year, a feature  
which marks the beginning of a new era in the history of  
this institution.

As citizens of a great state, you, the friends of education  
and of this institution, have gathered here to witness and to  
have a part in the beginning of a new order of affairs. The  
Montana State Normal College enters into a new relationship  
to the other educational institutions of the state, a  
relationship—we all hope,—in which it will be enabled to  
do more readily, effectively, and thoroughly the great work  
for which it was established,—that of preparing teachers  
for responsible direction of the public schools of the state.

Your presence is an earnest of your interest and, I be-  
lieve, a promise of your hearty cooperation in so far as it is  
possible for you to extend it. May it make effective the  
plan which is now being put into operation, that of com-  
bining the state educational institutions into one greater  
University of Montana, each with its work distinctive in  
character, but all combined for one great purpose! May it  
bring to the young people of the state the widest and best  
opportunities for educational advancement, and to the sup-  
porters of education the greatest possible return for the  
investment which they have made!

To lend authority, added dignity, and encouragement  
to this day's exercises, busy men have left affairs of state  
and the various lines of work in which they are engaged,  
to meet with us and to contribute to this auspicious event.  
We are honored with the presence of the Governor, as

president of the State Board of Education, the State Superintendent of Public Instruction, the Attorney General, and four other members, constituting in all a majority of that Board, the members of the local Executive Board of the Normal College, the presidents of two of the other units of the University, and a former president of this institution. All these have come to have part in the inauguration of him who has been chosen as the chief executive officer of this greater educational institution, Dr. Edward C. Elliott, Chancellor of the University of Montana.

For this purpose a part of this day which, under ordinary circumstances, would be dedicated wholly to the class of the year, has been set apart for the public presentation of this new plan for the management of the educational institutions of the state, the induction into office of him to whom the direction of the plan has been assigned, and his introduction to the people. Many years ago, in speaking of their future, an old seer held out to a regenerating nation the bright promise that "Your old men shall see visions and your young men shall dream dreams", and a wise man of olden time has also said, "Where there is no vision, the people perish". But the eyes of those who are interested in the welfare of the people and educational institutions of our great state have beheld a vision,—a vision of our educational affairs conducted for one purpose, the advancement of our people in those things which contribute to true enjoyment and usefulness in life; a vision of our educational institutions working in cooperation, each in its own field ministering to the educational needs of the people; a vision of the conservation of educational forces and the application of those forces to the one great end, the uplift of our people and their advancement intellectually, morally, and spiritually;—a vision of a great institution calling to our people to come to it that it may assist them in their efforts for advancement, lead them in progressive action, and attend their movements with the critical yet sympathetic interest that assures them of its earnest endeavor to fulfill the requirements for which it was commissioned. That this vision may prove to be prophetic of results, is our wish.

From its beginning this institution has devoted its efforts to the preparation of teachers, that they may train children to become good citizens. It will be its pleasure now,



as well as its duty and privilege, to unite its efforts, in co-operation with the other units of the university, for the effective teaching and presentation to the people of that which is best and most worth while.

Those who have gone out from here still remember the institution as it was when they were here, and with the interest they have shown in the past they may be counted upon to contribute their efforts freely and devotedly to bring about the success of this movement for cooperation and unification,

It appears to be appropriate that the exercises which bring to the public the formal announcement of this plan of union of these four institutions, the State University, the State College of Agriculture and Mechanic Arts, the State School of Mines, and the State Normal College, into one institution,—the University of Montana, and commence in a public way the exercises which are to induct into office the Chancellor of the University, should begin here. Here the interests are and have been centered upon the proper beginning of educational work. This movement, fraught with the greatest possibilities and the strongest probabilities for success and good of any yet undertaken in the field of higher education in this state, could not have its inception amid more fitting surroundings. We believe the plan is right. We have faith in its promise. We shall consecrate our efforts to its service. We shall devote our energies to its success.

Governor Stewart, in expressing to you our pleasure and appreciation of your presence with us today, it is also my pleasing duty and privilege to extend to you the promise of the most earnest and effective support which this institution, its officers, its faculty, its student body, and its alumni can give. We desire the fullest measure of success for this plan which you, as Governor and president of the State Board of Education, have been so largely instrumental in bringing about. We welcome you among us, pleased at the opportunity of expressing to you personally our determination to work with zeal and all the energy we can summon, for the successful issue of this plan. We believe we can contribute something worth while to this end; to this office we dedicate our best efforts.

To Chancellor Elliott, coming among us as you do, a stranger to the greater number of those here, it is my pleasant duty to bid welcome, and assure you first of the hospitality of the people of this great commonwealth in welcoming you as one of its citizens, of the earnest desire of the educational interests of this state to contribute in effort and sympathy to the success of this movement which has called you to take charge of the responsible office in which you are now to be publicly installed. Finally, to speak for this institution, it is a pleasure to pledge you its support and loyalty in every undertaking where it can contribute to the success of the University of Montana whose chief executive you now become.

In words we pledge our support; in deeds we shall redeem this pledge; and with the confidence born of certain knowledge whereof I speak, I assure you that this community, this institution, its officers, faculty, students, and alumni will give you unreservedly, loyally, and enthusiastically all the support it can give, firm in the belief that the uniting of the state institutions into a greater university, the creation of the office which you now hold, and your own equipment for such a position give the fullest promise for the success which we all desire and for which we earnestly hope.

Having presented to you, Governor Stewart, in the presence of this assemblage of officers of control, faculty of this institution, alumni, students and citizens of this community, the pledge of support of this institution to this movement, I now place in your charge the matter of conducting the further exercises of this inaugural ceremony. It is unnecessary to introduce you to this audience, for to the greater number of them you have been known as a friend and neighbor for years. Nevertheless, in conformity with common practice on public occasions, I have pleasure in presenting to you, ladies and gentlemen, our Governor, president of the State Board of Education, the Honorable Samuel V. Stewart.

Address of Governor S. V. Stewart at the State Normal  
College at Dillon, May 31, 1916.

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It seems entirely appropriate that at the threshold of the series of ceremonies that will mark the formal transformation of Montana's higher educational system we should gather within the walls of the State Normal College. Here for the past quarter century the staff of the institution has been devoting every energy to the admirable work of training and fitting Montana women and men to occupy the responsible relation of teacher to the youth of our state. In the very nature of things, because of our newness as a state, it has always been impossible for the supply of Montana teachers for Montana schools to equal the demand. But from year to year the "Normal" has gone on giving out its graduating classes until now we find a much larger proportion of our schools under the tutelage of Montana-born and Montana-taught teachers.

Let it not be inferred that we have aught against the imported teacher. On the contrary, we owe him or her a very great deal, and it is a pleasure thus to make public acknowledgment of the fact. But we may be pardoned for harboring the "Montana first" idea in this as in other things that contribute to the life of our state. We should not wish the day to come when out of our provincialism, out of our clannishness, we should fill every post in our educational institutions with "home talent". But it is entirely permissible and laudable for us to hope for the day when the institutions of our own state will give back to us men and women to fill a very large proportion of our own teacher-ships—men and women as well equipped and as deeply inspired and as sincerely consecrated to their work as are those who have come to us from other states.

Montana is essentially western in one thing: it is not afraid to reach out and adopt and adapt to its own needs any system that promises improvement, that promises to bring the state nearer the goal of its aspirations. It does not require years of discussion and pondering and weighing of propositions. And so it has come about that a change in our system of higher education was determined upon. It was decided that instead of maintaining the four institutions

of higher education in Montana as segregated colleges, they should be brought together as a unified institution, each being made a closely related part of one great University of Montana—each, while being physically a separate institution, performing its own particular function in the broader scheme. The plan is in a sense a revolution in our educational system, and yet it is confidently believed that out of it will come great things for the cause that is so dear to the hearts of all who are charged with the administration of educational affairs in Montana.

When a conclusion was reached as to the wisdom of the new order of things, the next and most important step was the selection of a man to whom the state might entrust the inspiring but none the less arduous task of making the plan effective. From a large field of candidates, many of them men of the highest rank in the profession of education in the United States, was chosen the man whose inauguration we have met today to effect. He comes to us with the recommendation of an admirable training, a ripe experience, and a deep inspiration for the duty before him; and the work he has performed in the few months that have passed since he has assumed office has served more than ever to convince those who selected him that he is essentially the right man in the right place.

It affords me exceeding pleasure, Dr. Elliott, here and now formally to invest you with the title Chancellor of the University of Montana. That you will wear it with all honor we have the fullest confidence, and that under your control our system of higher education will expand and achieve proportions gratifying alike to yourself and to the people of the state we are equally confident. In every effort that promises betterment in the work of the institution you may be sure of the loyal support of the State Board of Education, and in response to every step of advancement you are sure to have the approval of the people of Montana, who have ever been most generous in awarding credit to those deserving it. We welcome you to the work you have undertaken. It is in a sense a tremendous task, but it is for that reason the more appealing and inspiring. We believe in you, and we expect great things of you.

Ladies and gentlemen, permit me to present Dr. Edward C. Elliott, Chancellor of the University of Montana.



**Address of Mr. A. L. Stone, of the State Board of Education  
at the State Normal College at Dillon, May 31, 1916.**

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Ladies and Gentlemen:

Have you noticed today's program? You will observe that three speakers precede me and that there are three to follow. This is the intermezzo, the place where the gentlemen take their hats and file out to get a breath of fresh air or to see a man,—where the musicians filter through a hole in the floor, and the ladies, after taking a look over the audience to see who is there, fall into graceful poses and commence talking with their neighbors. The curtain is down. The foot-lights are out. The soothing hum of subdued voices begins. It is the period of relaxation.

It is not given to us whose time and thoughts are engrossed with the practical, the sordid things of life to be good platform speakers. Our business calls upon us daily to clip the wings of imagination and discount the visions of a golden future. In course of time the habit of thought becomes fixed. Our Pegasus degenerates to a plow-horse, practical but not interesting. It is natural and easy for those who are entrusted with affairs of state, whose reading and study are upon the policy pursued by rulers, law-givers, and statesman of the past, and whose associates are the executives and legislators of our present day, to address you. It is easy for those who daily commune with the ancient poets and sages, and who keep in touch with to-day's investigation and education, to talk in an interesting way. Both of them have a message to deliver to you. Their minds are filled with the subject, and they present it with a wealth of description and illustration and anecdote that holds you charmed while you are instructed. I appreciate what they say, just as you do. Sometimes I wish I could do with difficulty what they do so easily. But this is impossible. I would only be working you. I must play upon your emotions and fancy while driving the truth home. Play—spontaneous, bright, and free, the delight of both the performer and the observer. The mixture of genius and imagination with the act performed. Not a task nor a duty, but an ebullition of the soul too full to longer contain its song. But what a difference between appreciating a work of art and reproducing



it! It is the difference between absorbing sunshine and radiating it. I can listen to a Kubelik and charmed with the music, marvel at the celerity and ease with which he brings out the sinuous melody. I can listen to Paderewski and, overcome with the ponderous harmony, be submerged with the music. I can hear Melba and be carried away by the sweetness of the song until I forget the surroundings and the singer and, enthralled and entranced, leave the strain still ringing in my ears and the motif haunting my memory—and I would reproduce to you that you might feel what I have felt, but I pause. Before me rises a vision of these lovely misses and gentle dames gathering their wraps about them and, with all the speed compatible with dignity and decorum, moving out to join the men as soon as my song begins.

But the men are returning and replacing their hats beneath the seats. One by one the musicians are bubbling up from somewhere below and taking their positions in the orchestra. In a moment the foot-lights will reappear, the curtain will rise and the stars will again take their places upon the stage. The eight minutes have expired, the intermezzo is ended.

Address of President J. M. Hamilton, of the State College of Agriculture and Mechanic Arts, at Dillon, May 31, 1916.

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It is a great privilege to participate in the greatest event in the history of the Normal College since the day it opened its doors for the admission of students. I bring greetings of good will and the assurance of hearty, helpful co-operation from the College of Agriculture and Mechanic Arts. To-day marks the opening of a new era for higher education in Montana. These exercises mean the consummation of a plan which promises harmony, unity, economy, and efficiency. We rejoice with you in a prospect so full of hope, so saturated with a good spirit, so big with opportunity for service. All of us need to take a state-wide view of higher education, to rise above petty local concerns and personal interests, to focus our vision on the young men and women of Montana, to value education as a factor in state building.

The faculty and students must get this state-wide vision. It ought not to be impossible to create something of the same spirit and feeling among friends in the divisions of an institution miles apart as exists among the departments which are yards apart. Their campuses must expand until they touch one another and become co-extensive with the boundaries of the state. The alumni must be so welded into one association that any one of them can grasp the hand of a graduate from any of the four institutions with real fraternal affection.

The local communities must come to realize that the citizens throughout the state care nothing for their petty jealousies and selfish interests. They too must learn to view higher education from the standpoint of the city folk and those in the open country, from the angle of the farmer, and the merchant, from the outlook of the young men and women on the broad prairies and among the mountains.

With a united board of education and an experienced expert in the person of the Chancellor to lead, nothing is impossible. There is no reason why Montana shall not have a great university, as large in proportion to wealth and population, as high in standards as any state in this Union. The leadership of the university must and will be made dominant and effective in every line of effort necessary

to the development of our resources and citizenship. I am here to pledge the faculty and students, the alumni and the community where the institution which I have the honor to represent is located, to the early and complete consummation of the ideals of the greater University of Montana so ably and so eloquently set forth by the Governor of our state and the Chancellor of the University.

**\* Address of President C. H. Bowman of the State School of Mines at Butte, June 1, 1916.**

It is my pleasant privilege to respond for the School of Mines to the addresses of Governor Stewart and Chancellor Elliott. The School of Mines extends to you, Chancellor Elliott, a cordial hand. We approve of the ideals which premeate your address. Coming from one who is to assume control we may expect these ideals to be an ever present influence for good throughout our community.

The School of Mines is one of the departments of the University of Montana which comes in close contact with the work-a-day world, and so it is from a very material standpoint that we recognize a field of activity for the Chancellor and from this standpoint as well we bid him welcome. Among other things, the remarks which have been set forth concerning system and unity of purpose in our institutions of higher learning find a responsive ear with us. Some of our institutions have at times crossed interests and found themselves competitors, and needless to say this condition has resulted from proceeding with honest intent upon being useful, but without the broad perspective which is possible only to one who holds an impartial interest in all of them. It is true that these crossed interests and duplications are corrected ultimately in our present independent system, but the principles of efficiency dictate that they should never have been permitted. The industrial organization provides for this contingency by creating what it chooses to call its "planning department". In this one function as applied to our institutions I am sure a service can be rendered which fully justifies the creation of the office of chancellor. Our financial interests meet in common before our legislature, and to this body the chancellor can impartially represent us. The services each institution renders the state can be properly set forth, and definite advise can be obtained in regard to the work each should do. By creating the office of chancellor the executive line is completed, there can be no mismanagement without fixing the responsibility, there can be no lack of cooperation unless someone goes astray in following instructions. These are some of the items which constitute the dividends arising from the financial investment. So this

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\*The other addresses at Butte were extemporaneous.

move in the interest of the state has the good will and promise for cooperation from the faculty and students and patrons of the School of Mines, and we wish our new chancellor success and the pleasure and contentment which result from doing well.



**Address of President J. M. Hamilton, of the State College  
of Agriculture and Mechanic Arts, at  
Bozeman, June 3, 1916.**

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It is a great pleasure to welcome to Bozeman and to the College to-day, the State Board of Education, the Chancellor of the University of Montana, and the presidents of the sister institutions comprising that university. We of this community and of this college have freely decided to devote our utmost efforts towards the achievement of the splendid ideals of higher education now being planned by the board under the direction of an experienced educational expert.

Your aspirations are our hopes, and we pledge you a sincere and whole-hearted cooperation. It is our desire that the spirit of goodfellowship and helpfulness may grow and expand, that unity of purpose and harmony of work may weld together in one organized body all workers in the field of higher education. We are ready to dedicate ourselves to this task enthusiastically and unreservedly, to follow your leadership, to work in the fields which you mark out.

The field is so broad and the task is so great that no person and no institution can complain that there is not wonderful opportunity for worthy service. The enthusiasm and good will shown by the faculty and alumni, the students and citizens is but an earnest of the part they desire to take in this undertaking, the building of a university.

We of Bozeman and the College shall not be satisfied until we are accepted as a vital and harmonious part of this great work. It is with this spirit that we are gathered to-day to welcome our guests, both official and unofficial, and to hear you, Governor Stewart and Chancellor Elliott, unfold your plans and interpret your ideals.

**Address of Governor Stewart at the State College of Agriculture and Mechanic Arts at Bozeman,  
June 3, 1916.**

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Montana is a young state; youthful, immature, and undeveloped when compared with most of the states of the Union.

Montana is a big state. This is easily demonstrable by reference to any standard map, by a comprehension of the length of our boundary lines, and by a realization of the comparative vastness of our area, where, as the poet has sung, "The Great White Way is milky and there's lots of breathing space".

Montana is a rich state, rich in potential wealth; rich in the life-giving elements of plant nurture; rich in the treasures of mineral wealth daily uncovered for the use of man, and rich beyond compare in the undiscovered treasures of precious metal lying deep beneath the towering peaks of our majestic mountain ranges.

Finally, Montana is a great state, made great not by her resources or her wealth, nor even by her size, but made great because of the intelligent activity of her citizenship. The mines whence now millions are poured into the marts of trade might long have remained places of scenic mountain beauty; the lovely valleys, the undulating plains and the fertile mountain sides might have continued to be the habitat of the wild animal or for a long period remained only ranges for cattle and sheep; the crystal streams might ever have gurgled their way to the far-off seas without suggestion of irrigating ditch or hint of power plant but for the fact that our men and women, while intensely practical and ever awake, have yet dreamed dreams; not dreams that never came true and could never be made to come true, but dreams that were glimpses of material practicality made possible of realization by the fusing of vision and science in the melting pot of industry.

Montana men and women are cosmopolitan. Few are native sons. While they have adopted the state as their own and cling to it with a loving tenacity not excelled by the native-born, yet it only is fair to say that a large part of the generation that has done things in Montana was educated

without the confines of our state. While these men have brought something of the strength of other states and countries to us, while they have imparted to our citizenship and our industries the best from all the world, while they have introduced new methods in education and startling theories of scientific farming, new practices in mining and technical processes of treating ores, and while they have, oftentimes unconsciously, brought to us and subtly instilled into us the gentler elements of refinement so characteristic of older communities on the western continent—in other words, while admitting that our teachers, our engineers, our scientists in agriculture, electricity, and metallurgy, in fact many of our leading citizens, have come from without the state and were educated in institutions other than our own, we have all come to a realization that now it is time for Montana to educate her own people. The people of this state are awake to the fact that Montana will have to do for the present generation what was done for the past generation before they left their distant homes and cast their lot among us.

A quarter of a century ago the institutions of higher education were established in Montana. They have grown and done good work—as good work as was possible under the circumstances. It is not for me to decry the institutions or to belittle their most laudable efforts to turn out men and women prepared and capable to meet conditions and cope with the world. Rather would I give to those who have so earnestly struggled to build up a system of higher education in our state the highest praise. None the less it is true that a very considerable portion of our teachers and others engaged in more or less scientific lines have been imported. This cannot be prevented and should not be entirely obviated. We need new blood and we crave and welcome new ideas; but it is profoundly apparent that Montana must do more toward filling the demand for teachers and workers in other professional lines.

To such an accomplishment the people of Montana are looking. They are not content to follow in the rut of experience, and so with the courage and the vision of the pioneer they have undertaken to break a new trail in educational fields.

This institution, the State College of Agriculture and Mechanic Arts, is no longer to be a detached and unrelated part of Montana's educational system. Instead it is to be an integral portion of the University of Montana. Where we have had four separate and distinct institutions of higher education we are now to have one unified and Greater University, a university which we fondly hope and believe will make its influence felt throughout the state and which will give to the young men and women of Montana an unexcelled opportunity to fit themselves for life's duties.

This is the institution, Dr. Elliott, which the people of Montana give into your keeping, and for them I do now formally invest you with the title of Chancellor of the University of Montana. This is done in the fullest confidence that in your hands and through your efforts it will achieve its rightful destiny; in the full belief that under your administration this department of the greater University of Montana will in harmonious accord with the other departments of the university meet the necessities of the educational situation in Montana to which I have alluded; in the belief that under your wise guidance more Montana men and women will be prepared for duty in the state than has been possible in the past. And in addressing yourself to the task that has come to your hands, be assured that you will have the hearty support of the State Board of Education and the best wishes of the people of the state at large.

Ladies and gentlemen, I take great pleasure in presenting Dr. Edward C. Elliott, Chancellor of the University of Montana.



**Address of Mr. W. S. Hartman of the State Board of  
Education at Bozeman, June 3, 1916**

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This occasion marks the close of the old era and the formal beginning of the new era in higher education in the state of Montana. The legislature of 1893 established four higher educational institutions of the state, at the respective cities of Missoula, Dillon, Butte, and Bozeman, upon the theory that they were and should constitute separate and distinct educational institutions, distinct and separate from each other not only geographically but in their activities, developments and policies. For more than twenty years the plan so indicated has been pursued by the State Board of Education in the discharge of its constitutional functions with reference to those institutions so far as it was possible to do so.

Those of us who have been close to the situation during those years, and upon whose hearts and shoulders higher education for the young men and women of Montana has rested heavily, have marked with growing uneasiness the unsatisfactory operation of the old plan. Recognizing that physical consolidation was both inadvisable and impossible, we nevertheless also saw in the plan pursued waste of resources, inefficiency in activities, and constant jealousy, friction, and unhealthy rivalry between the various institutions, and these undesirable features increased rather than decreased with the passing of the years.

Out of the concern, anxiety, and thought, of those upon whom devolved the constitutional responsibility for the control and management of these institutions, some of us gradually evolved new theories, saw visions, and dreamed dreams. I was one of the dreamers. It was my privilege, some few years ago, to deliver the Charter Day address at the university at Missoula. Upon the occasion, I stated to the audience that I had a dream of the time when the four institutions would be co-ordinating and co-operating units in the Greater University of Montana; when friction and unhealthy rivalry and foolish jealousy would be things of the past, and a really great and efficient system of state education would take the place of the present unsatisfactory conditions.



I have continued to dream that dream, and today I behold the beginning of its realization. The Leighton or chancellor bill combines the four institutions into the University of Montana. The State Board of Education has selected for its chancellor, a man whose every action and spoken word indicate that we have made no mistake in that selection.

A short time ago the Federal Commissioner of Education stated to an audience in this place that twenty-eight other states had our higher educational problem, and that since we had turned to the chancellor system, the state of Montana constituted a higher educational experiment station, and that the eyes of educators in these other twenty-eight states were turned upon Montana, willing to be convinced of the success of the Montana plan and turn to it, if it should realize our hopes.

We believe that the plan will solve our problem. We believe it is the right plan, and that we have chosen the right man for its execution.

I am glad to endorse heartily the suggestion of Chancellor Elliott in his address that the institutions should be so financed that the young men and women resident in the uttermost parts of the state would not be at any disadvantage with those at the doors of the several institutions by reason of their location, but that the system would, so to speak, bring the University of Montana to the doors of every young man and young woman in the state. And I heartily agree with his suggestion that in order to effect this plan, the economic conditions of the state must be so re-adjusted that privilege will be destroyed, and the unearned increment, the value created by the state itself, should be taken for state purposes, and the young men and young women of the state would therefore and thereby be economically in a position to take advantage of the higher education thus provided by the state.

So, Dr. Elliott, on behalf of the State Board of Education, I pledge you our hearty, sincere, and confiding support and cooperation in your efforts to achieve success in the operation of this plan, and I believe that I can go further than simply to speak for the State Board of Education, and though I have not been formally authorized so to speak, I think I know the temper of the faculty and student body of

the institution at Bozeman, and of the people of Bozeman themselves so fully, and have their confidence so completely, that I will not abuse it when I solemnly pledge you in this presence their hearty, sincere, and honest cooperation, support, and endorsement in your efforts to achieve the solution of Montana's higher educational problem; and I believe that you will succeed, and that in the future other states will turn to Montana and adopt the Montana plan for the solution of their own higher educational difficulties.

**Address of President F. C. Scheuch of the State University  
at Missoula, June 8, 1916.**

On behalf of the faculty and the student body of the State University, I wish to bring most sincere greetings. To Chancellor Elliott a most cordial welcome to the new house we are about to dedicate,—the Greater University of Montana.

We rejoice in your presence with us, Chancellor Elliott, as the head of the educational institutions of the state. Your coming has been looked forward to by us for a long time, it has been uppermost in our thoughts for months. You have come, we have seen you and are delighted, and as a representative of the State University I bid you welcome with all the fervor that can come from true and loyal members of this unit of the University of Montana.

As I stood at the door of the banqueting room last night watching the delegates and the alumni crowding in, I was not suprised at the zeal and interest which was shown by everyone, for it bears witness, most thoroughly, how near and loyal their feeling is toward the day of new things.

We welcome you, Governor Stewart, as the one who made the Greater University a possibility. Also you, the representatives of our sister institutions of the state of Montana, with whom we pledge ourselves to work to bring about the consummation of those desires which we hope will cause the Montana plan to be successful and to be followed by those other states who are looking to us for a solution of their own now segregated interests in their educational units. We of Missoula are glad to see you, not only because you are interested in us and we in you and what you represent, but more especially because we need you.

Were I able, I would cause these walls to echo my words of welcome to each and all of our friends here, and each of you to feel the sympathetic throb of Missoula's sincerity. Yet I will say Missoula is proud and honored to have you as her guests, and Montana welcomes you, Doctor Elliott, for many many years, we hope as Chancellor of the University.

There was a crisis in the history of the educational institutions of Montana. The opening of the new system marks a new era for us. The enrollment in the institutions

is the largest in the history of the University, and we flatter ourselves that we are no small factor in the college world around us. In order that there may be no retrogression, lest we rest content with ourselves and our labors and what has been gained, we need your advice, Chancellor Elliott, and your personal aid, based upon your strong individual character and active participation in the educational world about us. You can and I know will help us as no other can in molding the life of the university in its ideals, and in imbuing the units of the greater University of Montana with a spirit of brotherhood.

We have met together today representing the educational institutions of the state, to do honor to our new chief. We are not bound together by any ties of self interest; our bonds are found in devotion to the high principles of justice, integrity and good fellowship. The basis of our sociation is education, community of thought is our aim.

It is a great blessing to know that the institutions of Montana have not been imbued with false conservatism, but with the true spirit of progress. If there is one thing needed to cement more firmly our common interests of welfare in educational matters in this University of Montana, it is to arouse enthusiasms among the alumni of the various institutions, to form a strong and efficient element in the progress of our own university. The enthusiasms of youth are guided by the maturity of thought, and ours is the duty. The guiding principle of the Greater University, of its officers, students, and alumni must rest upon the recognition that we are one institution and not a group. The motto of the musketeers must be ours:

“All for one, and one for all.”

The joys of one institution become the joys of all—the sorrows of one, the sorrows of all. Whither and how far our destiny will tend in the more complete sisterhood of Montana’s institutions, no one by a look ahead can tell, but that great problems for the uplift of education in Montana will be worked out during the life of those here present seems certain.

We are living in a wonderful age. The world is advancing and changing more in a half decade than it formerly did in a century, in spite of its seeming to retrogress, when one contemplates the horrors in Europe.

Great problems of society are being worked out in seas of blood, but we should not forget that a wise and governing providence rules over us, leading the race along by paths which to us may seem peculiar, to a better and wiser end.

In trying to fathom the drift of affairs, which are taking place, we must come to realize our absolute dependence one upon the other, and from this most destructive war a closer brotherhood of man and a higher civilization will rise.

To this end the education of the masses must go on to a full understanding of true brotherly spirit.

It is for such purpose that the University of Montana finds existence. She must teach the young men and women in their formative years the nobility of character and the necessity of true worth, together with the value and the necessity of fraternal sympathy and cooperation. In the educational world the university is doing her part toward the education, encouragement and uplift of the individual, for his own good and for the good of all.

When the young people are stimulated to higher ideals, nobler ambitions for themselves and the race, the University of Montana will fulfill her purpose.

We greet you again, Chancellor Elliott and friends, joyfully, heartily, and sincerely, and may your presence with us be but the earnest of a closer association between you and us which shall be continuous and abiding.

"Men, my brothers, men, the workers, ever reaping

"That which they have done but earnest of the things they yet shall do."



**Address of Governor S. V. Stewart at the State University  
at Missoula, June 8, 1916**

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In years past Montana's four institutions of higher education have been separate and distinct. This quartet we have merged into one—into a university which we fondly hope and believe will make its influence felt throughout the state, and which will give to the young men and women of Montana an unexcelled opportunity to fit themselves for the stern realities of life.

A wise national government has endowed these institutions by setting aside for their benefit large acreages of public land, which have been wisely administered. These land grants are of course to be used for the several institutions for which they were made, but the combined value of this federal endowment totals no inconsiderable sum. At the close of the last fiscal year the permanent funds of the four institutions now comprising the University of Montana aggregated \$2,077,217.16, while there remained unsold 257-842.15 acres of the original grants. It is not expected that the income from this endowment will ever support the University of Montana, but it is already sufficient to lighten materially the burden which the ever generous people of this commonwealth should willingly bear for the support of higher education.

The most highly prized treasure of the people of Montana should be their educational system. The largest responsibility which they can impose upon anyone, the greatest trust which they can repose in any public servant, is to give into his hands the control and management of the educational affairs of this state. The people of Montana are forward-looking. They are not content to follow in the rut of previous experience when that experience has been proved unsatisfactory; and so with the courage and the vision of the pioneer, they have undertaken to blaze a new pathway in educational fields.

The institution wherein we are gathered today is no longer to be a detached unit of the educational system of Montana. Instead, it is to be a part of—shall we say the very heart of—that greater University of Montana which we look upon as holding so much of promise for the youth of

our state. It is given into your keeping, Dr. Elliott, in the fullest confidence that in your hands and through your efforts it will achieve its ripe and rightful destiny.

I need not remind you, Dr. Elliott, that you were chosen for the position you are about to assume through no accident of political fortune. Under the provisions of the Constitution of Montana the control of educational affairs is vested in men who hold places of responsibility through political preferment. This system has met with some theoretical criticism, but those who know Montana will bear me out when I say that, despite political conditions which have at times been far from ideal, there never has been in the history of this state a single state official who has even attempted to use the educational institutions of this commonwealth to further his political fortunes or to secure partisan advantage. More than that, I cannot believe the people of Montana would ever elect to public office a man so lacking in every sense of honor or so devoid of all responsibility as thus to juggle with the most priceless heritage of a free people.

When the people of Montana decided to enter a new and untried field in the management of their educational institutions, the implied injunction which they laid upon their public servants was to secure for the head of these united institutions a man who would administer the greater University with a sole view to the advancement of the young men and young women who were to be entrusted to his guidance.

It was only after a most thorough investigation, in which scores of men were measured by the standard which it was felt the people of Montana demanded for this office, that the State Board of Education, by a unanimous vote, offered this position to you. It was believed that your broad experience in the educational world, your contagious enthusiasm, your capacity for hard work, your keen imagination, your executive training which enables you to keep in hand the countless details of administration—these qualifications, it was believed, eminently fitted you for the position to which you have been called. Further than that, your thorough understanding of the aims and ambitions of the West, your intensely practical democracy, and your earnest belief in the success of the Montana plan, made us feel that of all

men in the educational life of this country, you were the best qualified to render to Montana that service which this commonwealth demands from one who is to direct its educational affairs.

This day marks the birth of the new and greater University of Montana, and this day, we are glad to believe, marks the beginning of a new era in the educational life of this state. The twenty years which have gone before have merely been in preparation for the greater career which Montana believes its educational institutions will achieve.

Dr. Elliott, with a solemn realization of the trust which has been reposed in you, with a thorough understanding of the magnitude of the task which is before you, but with full confidence in your ability to meet its every requirement, I now invest you with the authority of your new office. On behalf of the State Board of Education, I declare you to be the Chancellor of the University of Montana.

I congratulate you upon the opportunity you have for service, and I congratulate the people of Montana upon the auspicious beginning they have made in their endeavor to unify the educational forces of this State. As the head of the State Board of Education, I promise you the cooperation of the officials with whom you will come in contact, and as the official representative of the people of Montana, I pledge you their whole-hearted support, and on their behalf, extend to you earnest wishes for an administration of extraordinary success.

Ladies and gentlemen, it gives me great pleasure to present Dr. Edward C. Elliott, Chancellor of the University of Montana.

**Address of Superintendent John Dietrich of the State Board  
of Education at the State University at Missoula,  
June 8, 1916.**

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This occasion, together with three similar ones, marks the auspicious beginning of a new era in the educational affairs of the commonwealth of Montana. In speaking for the State Board of Education I wish to say first of all that Governor Stewart and the other members of the board have been and are giving their best efforts to the cause of higher education in the state of Montana. Few people are aware of the abnormal and pioneer conditions under which we have had to work and the obstacles with which we have had to contend. We tried faithfully to harmonize the interests of the several educational institutions under the old plan. We met with some success, and yet the final results were far from satisfactory. After the passage of the Leighton bill it was suggested by the governor that we try the plan of consolidating the four educational institutions as provided for in this bill, and as I remember it, the governor's suggestion was unanimously endorsed by the members of the State Board of Education. However that may have been, the members of the Board are now working as a unit under the new plan, and all believe that a most successful beginning has been made. The right man has been placed in the chancellorship, and the new era upon which we are entering, educationally speaking, promises much for the future citizenship of Montana. The Leighton law may not be the cure for all the ills of higher education in Montana, but it is evidently a long step in the right direction.

At this time and in the presence of this large audience, Chancellor Elliott, I wish to pledge you, as has been done on former occasions, the loyalty and support and cooperation of the State Board of Education in the important task assigned you. This is largely your problem, and as a member of the board I wish to assure you, sir, that we appreciate, in a large measure at least, that this is no small undertaking. We wish also that you should accept what I have said regarding loyalty and cooperation as more than a mere promise. If I know the members of this board, as I believe I do, I am warranted in assuring you that they do not classify with a



certain colored brother who announced at a prayer meeting when he said, "Brudren, I feel's if I could talk more good in five minutes than I could do in a whole year." We are ready to work with you, sir, and wish to be guided by your suggestions and recommendations.

I do not wish to leave the impression, however, that the State Board of Education feels that our educational institutions have not done good work in the past. Hence I have no apology to offer today as regards anything that these educational institutions may not have been, for in the pioneer conditions under which they have worked they have made a most excellent record. We are proud of this institution and the work it has done. It would be difficult to find a number of men and women banded together in a faculty with a higher percentage of fitness for good work than we find in this institution, and what is true of the State University at Missoula regarding its faculty, is undoubtedly true of our other educational institutions.

It is not the least of the glories of our period that liberal education has become popular and the university the ambition of all the people. For nearly a thousand years the university was only for the select few. The plain people had no lot or part or interest or opportunity in its advantages. It is only in our own time and in America that journalism has been recognized as one of the liberal professions. Bringing the university home to the people is, indeed, an American idea.

The State Board of Education is solicitous that the University of Montana shall be well housed and well supplied with ample equipment, and that only skilled men and women shall be elected to membership in its faculties, and that these men and women shall receive reasonable compensation for their services, for in the final analysis the success of an educational institution depends primarily upon the type of men and women who direct the activities of the various classrooms. Buildings and equipment, while necessary and convenient, are not to be regarded as results. What the board is most deeply concerned about is that the people shall receive something worth while in return for their money that is being invested in their university. If the University of Montana is to have the confidence and support of the people of this state



in the future, she must graduate men and women capable of leading and directing, and who themselves can do things.

The educated man in America, today, "is only a helpless Dominie Sampson if he cannot harness his own horse and on occasion shoe him."

It may not be amiss to say that those who go from this university today will sooner or later discover that their service is not needed so much in this state in the creation of **more** wealth, of **more** resources, but rather in a proper and wise use of what we already have, for the noblest and best ends. The men and women who go from this institution today and hereafter need not fear but the "giants will follow their leading if they are willing to show them the way." The people of this state have the right to assume that those who go from our educational institutions are liberally trained, and because of that every eye will be upon them, and if the state is not a better state because of these graduates, then as a Board of Education we shall have wasted at least some of the people's money.

These institutions have many needs,—more than can be supplied at present. Among these needs there is none more pressing than that for more buildings. From what I have observed in my visits to these different institutions I know of none whose need in the matter of buildings is greater than that of this institution. However, it occurs to me that the securing of the money with which to respond to these needs must not be left alone to the State Board of Education and its officers. There can be no better guarantee of the success of our educational institutions than the enthusiastic cooperation of the citizens of the state. These institutions must have their cooperation and their support if they are to do the work for which they are organized.

The people of Montana can give these institutions two very important things: their children after they graduate from our secondary schools, and the money needed to carry on the work. Both are needed for the best interests of the state. One of the best methods of preparing enthusiastic citizens for Montana is to send our boys and girls to our institutions of higher learning. In order to secure this response in terms of children and money from the people of this state, a clear and concrete presentation of what the University of Montana really is and what it has to offer the children of the

state should be made in every home.

The following should be adopted as the slogan and creed of every loyal Montanan as regards his attitude toward our commonwealth's institutions.

1. Thou shalt put no other state before Montana.
2. Honor the products of Montana's soils, mines, workshops, factories, and her institutions of trade, finance, and learning, that thy purse may be long in this empire that the Lord, thy God, hath granted thee the privilege of claiming as thy home.
3. Thou shalt be true to the best instincts of Montana citizenship and shall strive mightily to aid in building up a great University of Montana.

To the students and the members of the alumni association I wish to say with emphasis that much of this work can be done by you as you go to your respective homes and to your respective communities. It will mean hard work for a time. You are prepared to inform your homes and friends and to make converts of them for the University of Montana. We are going to rely on you to do your part. Will you do it? Let it be remembered, too, that legislators sometimes go to Helena during the session of the legislature, practically ignorant of what our state institutions are and what their legitimate needs are. See to it that these legislators are in possession of the information they must have if they are to do the most for higher education in this state.

Citizens of Montana;—"In the hidden recesses of man's being, where sleep the souls of his ancestors, as it were, a **secret power** shapes his life to purposes larger than his own and lifts him in moments of inspiration above his conscious and voluntary self." This secret power to which I have just referred, does not grow of itself, and I know of no agency that makes for its development and growth more than does a system of higher education. If you believe what I have just said regarding the relation of the university to giving our boys and girls this secret power, support these institutions which are yours, even more enthusiastically in the future than you have in the past. Do all you can to encourage and promote the splendid work so recently begun under the new order of things—and again I urge you to send your boys and girls to Montana's schools, and see to it that these institutions have the proper financial support.

Inaugural address of the Chancellor of the University of  
Montana (1916)

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*Governor Stewart and Gentlemen of the State Board of Education:*

You have now charged me with the obligations of that new office which has been created by the people of Montana, in the effort to give more effective reality to their aspirations for those educational opportunities which are the right of the youth of this commonwealth. That there may be even moderate realization of your expectations of the chancellorship of the university, I am keenly conscious that you are demanding the fullness of whatever physical strength, whatever professional capability, and whatever moral courage may be mine. Though I am already bound by my word, and by your legal instrument, to assume the responsibilities of the chancellorship, here again I pledge myself to the great cause of the University of Montana, and to work for that education that will work for Montana.

*President Monroe, Members of the Faculty, Students and Alumni of the Normal College:*

I declare my faith in this normal college as a major organ of the University of Montana. You may command your complete share of my energy and sympathy in your supremely important service of educating and training professional teachers for the common schools of the state.

From this institution there should go out each year, in increasing numbers, a body of trained and competent public servants, the superior individual character of which is of signal consequence to the welfare of our people. Never in the history of the state was there a greater need, than today, to have in the public schools skilled teachers, through whose education and experiences and sympathies will be produced a widespread spirit of dynamic civic loyalty to Montana. Such loyalty to state is the very essence of national patriotism. It belongs to the normal college to forge its students into human links of moral and civic strength, if the educational chain, stretching from the kindergarten to the professional schools of the university is to sustain its load.

This institution will, I have confidence, share with the other institutions of the university in the mutual benefits

that will come from association in a common organization; a broader scholarship, a wider intellectual sympathy, and above all, a sound comprehension of the principle that each is a coordinating and cooperating agency for the fulfillment of a public purpose that must ever be of vital concern to the whole state.

*President Hamilton, Members of the Faculty, Students and Alumni of the College of Agriculture and Mechanic Arts:*

No part of the University of Montana is more firmly entrenched in the sympathies of the people of this state than is this college. No part has been commissioned with more important undertakings.

It traces its origin to an hour of a great national crisis. It must not fail its trust in the crisis with which the outburst of international insanity has confronted this nation to-day.

By the signing of the Morrill Act of 1862, which dedicated to the cause of national education more than ten millions of acres of the public domain, President Lincoln answered the question he had propounded in 1859 in his notable address on the "Mud-Sill" theory of life, **"How can labor and education be the most satisfactorily combined."** Through that act, he laid the foundation of a type of educational institution that has served conspicuously and successfully as the college of the people.

If agriculture has become the great propulsive force for the economic advancement of Montana, this is due, in no small degree, to the unselfish, scientific servants of the state who have been connected with this college and experiment station.

As chancellor of the university, I have great pride in contemplating association with you and your work. No greater satisfaction shall I find than contributing my effort to the upbuilding of the varied educational and scientific enterprises you carry on. Montana needs your graduates, trained practically in those arts that make for the increased value of our agriculture and our industries; and educated for a deeper appreciation of the rich heritages and opportunities of the life of to-day.

In particular, do I anticipate the chance to stimulate the growth of this institution so that it may better serve the



preparation of the young women in this state for the rapidly expanding part they have in all of the affairs that pertain to the well-being of this forward moving state.

*President Scheuch, Members of the Faculty, Students and Alumni of the State University:*

This institution has ever been, and must continue to be, the center for the energizing of higher education in the state of Montana. Within the new organization of the University of Montana it possesses another distinct responsibility. Without neglecting those important interests of professional education which belong to it—law, journalism, pharmacy, and forestry—it must contribute to Montana an essential element in the culture and progress of this modern state—a body of graduates, the liberality of whose training has fitted them to play the sane and balanced and disinterested part in all of those affairs of common concern, where sober judgment, keen intelligence and breadth of sympathy are needed to counter the influences of ever present narrowness and prejudice.

I trust that it may be given me in later years to recall that I have had even a small part, along with you, in the shaping and upbuilding of this institution; that it has yielded many men and women of special skill for the professions; and that there go forth from it in increasing numbers men and women competent for the practice of that profession, in which every man of true education qualifies—unselfish citizenship.

I have no apprehensions regarding the attitude of the faculty and students of this institution toward the common problem of higher education in Montana. During the last few months, you and the citizens of Missoula have given ample demonstration of your loyalty to the larger cause of education. As your advocate in the court of public opinion, I shall have a permanent gratification in defending and promoting the supremely important educational interests conserved in this state university.

*President Bowman, Members of the Faculty, Students and Alumni of the State School of Mines:*

It was indeed fortunate that, in the reorganization of the University of Montana, this school of mines was recognized as one of the constituent institutions. No other part of the university is more justly entitled to the interest



and support of the people of the state; no other part has more successfully fulfilled the purposes of its establishment: no other promises in the future to return larger dividends of skillful service to the industrial development of the state. The high proportion of your graduates engaged in mining engineering presents an enviable record, which is not exceeded by any school of mines in this country.

The definite and superior standards of technical education that are maintained here will, I am certain, exert a desirable influence throughout the university organization. I shall be disappointed if my office does not bring to you large compensating benefits from your association and contact with the other higher educational institutions of the state.

Through the agency of the school of mines it is my hope that the people of Butte may be brought to a fuller appreciation of the potential value of the University of Montana to this community. This city is now much more than a city of mines. Her youth are the youth of the state, possessing the cosmopolitan interests of the state. As engineers from the Montana State School of Mines, the value of your citizenship may be doubled through an abiding personal interest in all of those varied educational and scientific opportunities provided in the greater University of Montana.

#### THE CONTRIBUTION OF THE PIONEERS

Ladies and Gentlemen:

The present occasion presents more than a moment for mere academic ceremonial; more than the opportunity for an acknowledgment of my future duties, or an avowal of my personal responsibilities. It is appropriate that I lay before you, as responsible stockholders, some of the fundamental affairs of that great cooperative enterprise called the University of Montana. And also, to pass in brief review some of those practical ideals that should dominate the splendid opportunity given to Montana for utilizing the university for the progress of the state.

The spirit of the Montana of to-day is the spirit of the pioneers of but yesterday—virile, fearless, independent and indomitable. Her culture has not been rooted in traditions of books. Rather it has been developed from the sterner disciplines of the struggle that has led to the conquest of one of nature's empires. Slowly and surely, for a half a century,

there has been unconsciously built into the permanent social structure of the state something of the daring and the hardihood of the explorer, something of the energy and the eternal hope of the miner, something of the enterprise and the self-reliance of the trader, something of the endurance and the naturalness of the ranchman, and finally, the strength and the optimism of the farmer. Each succeeding type seems to have contributed some intrinsic element to the vision that there is to be wrought from this imperial vastness of mountain and plain an enduring home of men; a commonwealth conserving and vitalizing those conditions of life called democracy—that democracy of Lowell's phrase "in which every man had a chance and knew he had it." If the frontier life has not produced a conventional learning, it has yielded a far more precious product of human sympathy and mutual understanding.

In one respect, Montana has developed true to type. The isolated settlements that followed close upon the advancing outposts of the frontier, even yet within sight, displayed from the beginning their inheritance of Americanism. The school master was among the first servants in this new house of civilization. For his schools, Montana incorporated into her organic laws those well-known provisions which, through the establishment of common schools, high schools, and university, guaranteed the indiscriminating rights to education.

#### EQUALIZATION OF THE OPPORTUNITIES FOR HIGHER SCHOOLING.

The trend of the entire development of American education since its colonial beginnings is contained in the phrase **the equalization of opportunity**. This signifies that none of our people, of whatever station in life, shall be outside the circle of the positive influence of free education provided in institutions erected and supported by the people of the whole state. This communizing of the privileges and benefits was, as far as the common school was concerned, among the very first fruits of the conception of citizenship in a democracy. The free common school has therefore naturally become the most representative of distinctly American institutions.

The free public high school was the first important by-product of the common-school idea. More than forty years ago, Chief Justice Cooley, of the Supreme Court of Michigan, expressed the guiding principle that has been practiced by

the states of the nation—"that neither in our state policy, in our constitution or in our laws, do we find the primary school districts restricted in the branches of the knowledge which their officers may cause to be taught, or in the grade of instruction that may be given, if their voters consent in regular form to bear the expense and raise the taxes for the purpose."

The remarkable growth of high schools throughout the entire country, especially in all of the states of this western region, during the past two decades affords striking and convincing evidence of the profound faith of the American people in enlarged opportunities for education at the doors of all the children of all the people. No American community, of even a few hundred population, to-day may claim fulfillment of its civic responsibility if it does not provide its children with the advantages of a free high school.

The founders of our American state colleges and universities were men who dreamed of large things and who divined the future with no narrow vision. That the perpetuity of republican institutions could not be safeguarded under a system which educated men in accordance with class and fortune, and that the ultimate welfare of a free people could not be bulwarked through the skill and service of a few artificially selected leaders alone, became the basal doctrines of the revolution of American higher education. **"I would,"** said Ezra Cornell, the heroic founder and far seeing benefactor of Cornell University, the first university in the United States, embodying a completely democratic ideal of higher education, **"found an institution where any person can find instruction in any study."** This, as I have interpreted the educational temper of Montana, is the goal of the university we celebrate to-day. Obstacles to the immediate attainment of this goal are many. Nevertheless, I and my colleagues, both teachers and students, are firm in our belief that this state is prepared, to the limit of her resources, to insure to all the youth of the state those varied higher intellectual opportunities through which each may realize his fullest capabilities for the common good.

There is, however, one aspect of this question of equal educational opportunity in Montana in which I am desirous of enlisting serious public interest. In this state, with its vast stretches, the mere proffering of generous educational

advantages does not mean that these advantages are equally accessible to all. A next needed step toward the reality of the state ideal of equal chances for education would be the removal of the existing barriers of long distance. It is my expectation at the proper time to propose that the state assume for every capable student, the expense of the actual cost of travel from the home community to any one of the institutions of the university. At the present time, the cost of such a plan would be insignificant—less than ten thousand dollars per year—when compared with the accruing advantages. Such a plan would place the normal college, the school of mines, the state university, and the college of agriculture and mechanic arts near the door of every home in the state, and would give a new significance to the doctrine that a higher and professional education is open equally to the sons and daughters of the state. The state can well afford, through such a plan, to provide “a clear pathway for merit of whatever kind”; and furthermore to transform each of our university colleges and schools from local into real state institutions. When I tell you that to-day the majority of the students now attending the institutions of the University of Montana are largely self-supporting, I have presented what I consider an appealing argument for the adoption of the plan I here propose.

#### THE GOVERNMENT OF THE UNIVERSITY.

There is not to be found in any American state a scheme of organization and government similar to that devised by the legislature of 1913 for the University of Montana. Up to that time, each of our four institutions of higher education—the State University at Missoula, the Normal College at Dillon, the College of Agriculture and Mechanic Arts at Bozeman, and the State School of Mines at Butte—while under the general oversight of the state board of education were, in reality, disconnected; and for the most part, autonomous. Each served the state and itself according to its own lights.

Under the new scheme, these separated institutions became component parts of a single organization, each retaining its own identity. The chancellorship of the university was designed as the connecting mechanism for the harmonizing of effort, the unifying of aims and the articulating of activities of the several colleges and schools.



Exercising such powers as might be delegated to him by the state board of education, it was contemplated that the chancellor would so adjust and coordinate the state's higher educational resources as to avoid unnecessary and unwise duplication, and to eliminate all unwholesome and destructive competition. Such adjustment and coordination are demanded, in order that the people of this state may succeed to a maximum of educational advantages, with a minimum of wastage of public funds. Such a scheme of organization may be looked upon as an experiment which, if successful, will not only solve many of our own perplexing problems, but also will undoubtedly influence the higher educational organization of more than a score of American states, in which the same problems are to be found.

From an external and mechanical point of view, the administrative unification of the institutions, now comprising the University of Montana, presents many new educational problems and difficulties. My first four months of experience have fully demonstrated this to me. Yet the wholehearted cooperation exhibited by all of those immediately concerned with each of the colleges and schools has afforded a real and rare encouragement for the successful attainment of institutional harmony, educational unity and financial economy.

It must be generally realized, however, by the people of the state, that such an organization as the University of Montana is striving to become is much more than inanimate machinery. No university, as a place of "light, liberty and learning," can be regulated according to the laws of either physical or political mechanics. The relationship of teacher to teacher, of teacher to student, of student to student, if it be worthy the name education, is a human, spiritual relation. It is easily dwarfed or distorted. The various parts of this university must be maintained in such a way as to provide the maximum opportunity for each worthy individual teacher to utilize the full measure of his professional skill and the whole of his personality. This is the real problem to be solved by the new educational organization. For its solution, men and women who are, before they are professors of any other science, professors of the science of human nature, must constitute the faculties.



While confessing, for the moment, that my task presents certain apparently insoluble problems, this much of the governmental issue is already clear. The faculties and student bodies, especially the former, must assume a larger responsibility for the internal affairs of the institution to which they belong. Each and every one of these institutions is larger than any one man. And no one man, nor any group of men, may safely impose an arbitrary will from without save when any of those within are conclusively shown to be incapable and unequal to their responsibilities. As the Nestor of American education very wisely observed nearly fifty years ago on the occasion of his assumption of the presidency of Harvard University, "a university is the last place in the world for a dictator."

The policy which I, as chancellor of the university, shall endeavor to pursue will be that of relying for counsel and guidance in all matters of essential concern upon the teachers and students of the university. They have a genuine vested interest in the upbuilding of the university.

#### CERTAIN NEW RESPONSIBILITIES.

By the establishment and maintenance of her existing university institutions, Montana has declared her intention of qualifying for full membership in the order of American civilization; that civilization which has ever striven to provide for all something of the richness of a life that contains more than mere existence. This membership means that the state must be prepared to contribute toward the higher cultivation of her citizenship far more liberally than in the past. I say this while taking full account of the spirit of self-sacrifice and of notable endeavor of the founders of our governmental institutions. That provision for colleges and university should have been made during those pioneer days when the struggles of life were sharp, and when the competition for possession of the treasures of material things almost completely absorbed the best of our manhood, presents striking testimony of a deep underlying idealism. Nevertheless, these accomplishments of the past are not sufficient to balance the account of the necessities of to-day. Past efforts and idealism will not sustain the education of to-day.

Each of the institutions of the university has had a wonderful growth in attendance during the past five years. The number of students in regular attendance has trebled

at the State University and doubled at the Normal College. An increase of fifty per cent. is recorded at the College of Agriculture and Mechanic Arts, and at the School of Mines. During this period, though, no funds have been made available for any substantial additions to educational buildings and equipment. The result of this has been excessive overcrowding of existing buildings and serious limitations imposed upon the quality of opportunities afforded students. In particular, should steps be taken, in the immediate future, to provide further buildings at the State University, and at the College of Agriculture and Mechanic Arts.

Skilled and scholarly teachers make up the real capital investment of our educational system. Each year our institutions lose valuable members of the staff because of the inadequacy of compensation. Within every one of our faculties are to be found men whose scientific attainments and capabilities have given them a recognized first place in their profession in this country. Ever since I came to this state, it has been a matter of great wonder to me that so many superior scholars and teachers have been gathered together for the service of Montana. I will omit no effort to bring home to the people of this state that the desired worth and character of our institutions demand far better salaries for their teachers.

There is one important educational enterprise in which I trust I may be successful in arousing the interest of the entire state; that of promoting the more effective training of teachers for rural schools. The next generation of men and women of Montana will be made up largely of those who will come from the farms of the state. To provide for the farm boys and girls of the present the soundest and broadest common-school education is a solemn responsibility which may not be shirked. Those who are sympathetically familiar with the present situation tell me that the great single need for the meeting of this responsibility is a body of properly trained country-school teachers. A plan for the effective preparation of such teachers, by the joint service of the normal college and the college of agriculture and mechanic arts is now being worked out. This will require, and will be entitled to receive, a generous support of the state.

May I presume to suggest the lesson to be drawn from the fact that it now costs the taxpayers of the state two dol-

lars for the care of the unfortunates in the state penitentiary and the state asylum as compared to one dollar for the education of the students in the university colleges and schools.

It may not be expected that the people of Montana will contribute more freely than they now do merely upon the argument of presumed or intangible benefits. One of my principal aims will be to keep the state as fully informed as I am able concerning the tangible results of the educational and scientific work undertaken within the university. It may not be possible for us to do all that you tell us to do. We shall, however, try to tell you all that we do. For my part, I am satisfied to trust the cause of the proper support of the work of the university to the court of public opinion that has had a fair chance to be informed of the facts of the case.

#### THE UNIVERSITY AND THE DAILY LIFE OF THE PEOPLE.

There is suggested, in a single and characteristically concentrated expression of Cardinal Manning, the complete underlying worth of such an institution as the University of Montana. "A university training," said he, "is but the great ordinary means to a great but ordinary end."

We of this western continent have come to accept the university maintained by the state as the ordinary means to the great and ordinary ends of transmitting human culture from one generation to another, of training civic leaders and professional experts, and of extending the boundaries of knowledge and truth. The university of the state has been charged, more than any other single institution, with the moral and intellectual moulding of the men and women who are to be the burden-bearers in the vanguard of civilization. It is the training ground for the guardians of the new political covenants. Society expects it to send forth its physicians, teachers, preachers, lawyers, engineers and those who constitute the framework of our dynamic citizenship. More than these, for there has been demanded that this university continually push outward the frontiers of human knowledge, that it constantly test the measures of truth to the end that the path of human progress might be broader and safer. The agricultural experiment stations of our agricultural colleges are the most familiar illustration of the latter phase of university activity and responsibility. These

have been the great but ordinary ends for which the university has served as the great but ordinary means.

To-day an attempt is being made to cause the university of the state to become the great and **extraordinary** means for attaining the great and **extraordinary** ends of penetrating and influencing the conditions and standards of life of those whose circumstances do not bring them within the field of the direct and customary influences of higher education. This latter-day project has gone forward so rapidly that the greatest of the educational issues of the modern state is to devise and to discover ways and means whereby its system of education, and in particular, its university may be enabled to render a direct service to all the people for the betterment of their daily life.

The timeworn, though still popular, conception of a university as a group of ivy-covered collegiate buildings within whose sacred precincts a favored, exclusive few, were sheltered during their initiation into the secrets of higher branches of learning is being rapidly modified. A cynical American has recently said that a university was a place where no money was ever made, where no one ever did anything worth while, and if he did, the remainder of his days were spent in proving that he did not do it. Such an opinion suggests the Johnsonian comment upon the definition of a lobster a "red fish that walks backwards." "A very good definition," retorted Johnson, "save that a lobster is not a fish, is not red, and does not walk backwards."

The university that truly belongs to this century is concerned with the education of the all inclusive many in all of those branches of learning for which effective agencies do not already exist. It must pioneer in the outreaches of the expanding territory of public education.

Those many new forms of educational activity, now being widely undertaken by the American state colleges and universities, and aptly designated as "service to the state," do not represent any revolutionary or utopian ideal of public education. Service to the state, in some of its manifold forms, was clearly in the consciousness of those who founded the typical American universities. No other motive could have dominated their development; no other purpose could have prompted their continued generous public support and over-



sight. The character of university service is changing because the needs of the modern state are changing.

The present-day service movement is distinguished by its extent rather than by its intent. The broadening conception of the functions of all popular education—especially in the elementary and secondary stages—accounts largely for the new meaning of university service. Service to the state is no longer a matter of choice on the part of public schools and universities, if by such service is meant the constant search for the obstacles to the general social betterment and the devising of measures for the overcoming these obstacles. It is the affair of the state to require that such service be rendered, to the end that the people of the whole state may receive daily dividends from that knowledge, ability and opportunity which they have capitalized in these institutions; and from these dividends to secure for themselves a sounder physical life, a better economic order, a surer political progress and a higher ethical satisfaction.

The economic service that has been found possible to the farming classes through the agricultural colleges, and the rapidly developing agricultural extension service, must be duplicated for the commercial and industrial classes. A single suggestive illustration is permitted. Excepting agriculture more individuals are dependent for a livelihood upon retail buying and selling than upon any other activity. As yet the scientific study of retail distribution has scarcely been touched. The little that is known is known to but few. Here then opens up a great new field of state service for the people of Montana to the end that the present excessive wastage of effort and resources may be conserved. The responsible relation of the state system of higher education to agriculture has been clearly defined. The responsible relation of the university to commerce has yet to be marked out.

This new service includes more than disseminating information to the mass of the people, and more than stimulating individual interest to self-advancement. Above all, it demands consideration of political problems. In a day like ours when every economic question is becoming a political question, every political question becomes an opportunity for the highest educational service. The university that makes its wisdom serve itself alone is guilty



of policy. The university that makes its wisdom serve itself and the people of the state has assumed a rightful political obligation. The university of that state that does not undertake a scientific study of political problems to-day is out of the current of life.

In the past the ebb of energy has been from the state to the university. To-day the flow is from the university to the state. This means the concentration of institutional effort for the enlargement of opportunity, not for scholars and students alone, but for the combined citizenship of the commonwealth. The two great hungers of mankind, the hunger for food and the hunger for truth, will enter into the educational scheme of the new state universities that consider themselves great and extraordinary means for great and extraordinary services.

As chancellor of the university, I will not consider that I have served the full purpose of my office until the vast majority of the people of Montana, of whatever class or occupation, come to feel freely that their university is a worthy agency, ever at their disposal, for aiding them to meet the needs that determine the happiness, the satisfactions and the ideals of their lives; until there is firmly established among students and teachers the principle that work makes education possible, education must in turn make work possible.

Montana claims the title of the Treasure State. Her treasures, up to now, have been treasures stored by nature. More and more the wealth of to-morrow must be searched for, not in placer gulch or on mountain sides, not in the fertile field or horizon-bound plain, but in the strivings and the ideals of those to whom the state must look for social and political leadership. We have a nature-made state. Our wealth has made our men. More and more we are to be a man-made state. Our men must make the wealth of our state of the future. The chief business of the university is to make such men of wealth.

Ladies and Gentlemen:

From this hour, I lay claim to the privileges and responsibilities of Montana citizenship with you. Henceforth, if you permit, I am of our university. Henceforth, if you permit, I am for our Montana.

In return for the commission I have accepted I ask, for myself and my fellow teachers and students, opportunity; an opportunity to serve the people and the youth of this state. I call upon you to safeguard us and the supremely important interests you have committed to our care from those persistent enemies of all public good—personal and petty selfishness; partisan and political narrowness. I shall match your confidence with my courage; your sympathy with my skill; your patience with my power; that there may exist in this imperial state of Montana a university which reflects the genius of our people for the service of mankind.





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